

*Teaching and learning transactions depend on lecturer attributes which in turn influence the way the way lecturers teach. This study sought to establish how university students in one selected Zimbabwean university assessed their lecturers' attributes. The study adopted a descriptive survey approach which utilized both qualitative and quantitative methodologies. Data were solicited from students in five selected faculties in the one selected university. A convenient sample of 110 students participated in the study. A semi-structured questionnaire was used to collect both quantitative and qualitative data. Quantitative data were analysed with the aid of the SPSS statistical software package version 21. Qualitative data were analysed using content analysis method and presented through verbatim quotations of the respondents. The study found that respondents assessed lectured as strong in areas that include preparedness, enthusiasm in teaching and learning, content mastery, approachability, use of different teaching approaches and providing accessible references but weak in taking care of diverse students' backgrounds. It is concluded that while their strengths in lecturer attributes there were also weaknesses. Programmes and measures should be put in place to professional develop lecturers to perfect the strengths and improve on weaknesses.*